



2019-2020 School Action Fund - Planning
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2019 MAY -8 PM 4:2
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from **July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Garland ISD** CDN **057909** Vendor ID **1756001650** ESC **10** DUNS **078370061**
Address **501 S. Jupiter** City **Garland** ZIP **75042** Phone **972.494.8201**
Primary Contact **Shermika Nelson Fluker** Email **slnelson@garlandisd.net** Phone **972.487.3261**
Secondary Contact **Jovan Wells** Email **jcgrantw@garlandisd.net** Phone **972.487.3151**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Ricardo López** Title **Superintendent**
Email **rlopez23@garlandisd.net** Phone **972.487.3022**

Signature **Ricardo Lopez** Date **5-6-2019**

Grant Writer Name **Shermika Nelson Fluker** Signature **Shermika Nelson Fluker** Date **5/4/19**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-107** SAS # **438-20**

2019-2020 School Action Fund - Planning

Page 1 of 11

2019-019707

701-19-107-024

Shared Services Arrangements

☒ SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Heather Glen is currently rated "Improvement Required" with a student achievement grade of 57/100. Only 9% of students performed at the master grade level standard across all subjects, and 26% were at meets grade level.	We will address this need by undergoing a planning process for implementing ACE at the campus which has been shown to significantly improve students performing at or above grade level according to STAAR by placing an emphasis on data driven and aligned instruction.
Heather Glen is currently rated "Improvement Required" with a student progress grade of 57/100. 56% of students grew a year academically in reading and math, which indicates a need for improvement.	We will address this need by undergoing a planning process for implementing ACE at the campus which has been shown to significantly improve students' progress by incorporating extra time in the school day for remediation or enrichment in reading and math.
Heather Glen is currently rated "Improvement Required" with a closing the gaps grade of 45/100. 0% of goals for student achievement were met for this domain, which indicates a need for improvement.	We will address this need by undergoing a planning process for implementing ACE at the campus which has been shown to significantly close performance gaps through a variety of targeted interventions that have been proven effective in similar contexts.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

- *By June 2020 GISD will have an approved comprehensive implementation plan and a carefully selected partner for a partner-managed restart with ACE at Heather Glen with an in-district charter
- *By school year 2022, the overall percentage of students who "Meet Grade Level" or above will increase from 26% to 60%
- *By school year 2022, Heather Glen will increase it's accountability rating to B

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- *GISD has introduced and implemented a ELA local policy based on TEA's model policy
- *Identified resources and technical assistance to support school action planning and implementation
- *Developed communication plan for school action implementation
- *Presented SAF grant and school action strategy to district superintendent and school board
- *Conducted at least one forum with the community and staff at Heather Glen

Measurable Progress (Cont.)

Second-Quarter Benchmark

- *Developed preliminary terms for key elements of a partnership and new school operating agreements
- *District enrolls/participates in Texas Authorizer Leadership Academy (TALA) training
- *Provided update and new opportunity for input for the community and staff at Heather Glen

Third-Quarter Benchmark

- *Launch Call for Quality Schools
- *GISD approves partner(s) for school action
- *Negotiate contract terms and performance expectations for school partners
- *Provided additional updates and new opportunity for input for the community and staff at Heather Glen
- *Established Theory of Action as it relates to broad innovation in the district.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

We will work closely with our technical assistance provider to develop a data analysis protocol and detailed work plan to determine when and how to modify our program at the onset of the work. If benchmarks are not being achieved we will work together to determine a root cause and an appropriate intervention. This might include amending our budget priorities, bringing additional district personnel on to the project, or working with our TA provider to contract additional support.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☒ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

Garland ISD will conduct an exploratory and planning process for implementing the Accelerating Campus Excellence program at Heather Glen Elementary. Garland ISD has successfully implemented the ACE model at two other campuses in the district, and will replicate the process for expanding to Heather Glen. We believe ACE will catalyze significant improvement at the campus and produce better student outcomes. As a partner-managed school, ACE will be sustainable and educators will have the autonomy and flexibility to implement the program with fidelity. This planning coincides with our school improvement plan for the campus.

2)

GISD will continue to establish milestones, identify evaluation methods, set associated indicators of accomplishments, and develop data collection processes. The milestones and associated indicators will be aligned directly to the district's School Improvement Plan. By monitoring these milestones and indicators, using the defined evaluation methods and data collection processes, the district will also be able to monitor the implementation of the improvement plan. Furthermore, as part of the services and support offered by our matched technical assistance partner, we will be able to leverage additional monitoring from an external third party.

a)

The milestones and associated indicators will be tied directly to the Partnership Performance Contract and In-district charter application. By monitoring these milestones and indicators, using the defined evaluation methods and data collection processes, the district will be able to assess the implementation of the partnership. Furthermore, with support from expert partners, we will be able to leverage additional monitoring from an external third party.

b)

The partnership will be designed with a multi-year approach. In the partnership contract performance goals, the district and operator partner will align on a set of performance goals and measures that will be monitored throughout the partnership. If the operating partner fails to meet the goals, the district will take action, first in the form of notification and probation, and then ultimately in the form of revoking the operator's contract.

3)

Garland ISD will introduce and adopt TEA's model authorizing policy, "ELA Local", to guide the selection, review, and authorization of any external partners. Additionally, Garland ISD will use TEA's model Call for Quality Schools initiative which includes issuing a rigorous application, a comprehensive and community-driven review process, and final approval by the Board of Trustees. Specifically, we will form a review committee comprised of community members and district personnel, develop a rubric and evaluation criteria for proposed partnerships, require community forums for each partner to present their plan, and interview finalists to determine the best external partner to manage and operate Heather Glen Elementary.

Statutory Requirement (Cont'd)

4)

Garland ISD will align Federal, State, and local resources to carry out the partnership planning process and ultimate implementation of the partnership by assigning or hiring a project manager to closely monitor resources, and work closely with our technical assistance provider. Additionally, we will leverage existing staff teams at the central office and campus levels to lead community engagement and provide input and insight into the partnership planning process. Upon the launch of the partnership, we plan to use SB 1882 funds and the SAF grant funds to support the ongoing partnership needs. Moreover, we will explore establishing an office of innovation that will be charged with effectively managing resources to carry out the innovation agenda of the district.

5)

Garland ISD will introduce and adopt an ELA Local policy based on TEA's model at it relates to the practice of authorizing a partner, and conducting the Call for Quality Schools. Additionally, GUSD will explore establishing an office of innovation or assigning a project manager who would manage the district's implementation of this plan. We believe these two measures will allow the district to have operational flexibility to implement the exploration and planning of this school action, and the district's innovation agenda. Additionally, we will review district policies related to this program and determine what, if any, amendments or waivers need to be introduced to improve operational flexibility.

6)

The ACE model is a proven, evidence-based strategy for school improvement. During the term of our planning grant, we will explore a partner-managed restart to incorporate the following evidence-based components of ACE for eventual implementation:

1. Effective Teachers & Educators: We will explore and plan a strategic staffing/compensation model that will incentivize our highest performing educators to work at Heather Glen. This includes using existing district data analysis and systems for teacher evaluation of performance.
2. Instructional Excellence: We will explore and plan to incorporate data-driven instruction, professional learning communities, and a culture of frequent observation and feedback. We will study current practices at Heather Glen and develop a plan for improving or introducing new practices.
3. Extended Learning: We will explore and plan to add extra time to the instructional day for reading and math interventions as well as serving three meals per day to all students.
4. Social and Emotional Support: We will explore and plan the implementation of additional social and emotional supports including restorative practices. The planning grant will also allow us to procure and conduct professional development aligned with this strategy.
5. Parent and Community Partnerships: We will explore and plan the cultivation of new partnerships and communication efforts.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

- ☒ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☐ Exploratory planning (type of model management does not apply)

Select how model will be managed:

- ☐ District-managed
- ☒ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

When determining which model to select, we discussed and learned how a partner-managed restart meets the unique needs of the community at Heather Glen, and how the action will result in an improved learning environment. The main criteria was a model that had proven results in the form of improved student outcomes, in particular achievement on STAAR, in a similar context. We believe in the model because we have observed significant improvement at two other campuses in the district. Drawing on our experience with district-managed ACE, we believe a partner-managed restart with ACE will provide the appropriate level of resources and intervention to increase student achievement. We have experienced positive staff climates and community response for current ACE campuses. We are particularly interested in a partner-managed structure as a way to more deeply connect community organizations and leaders with our schools, and sustain the model over time both financially and politically.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

We plan to engage in a thoughtful planning process that results in dramatic campus improvement by frequently engaging our community of parents and students, conducting a rigorous Call for Quality Schools, soliciting input from staff and faculty, visiting other school districts implementing similar actions, and working closely with our matched technical assistance provider. As a general timeline for the process, we hope to engage with parents and students through town halls, or meetings, at the beginning of the process in Fall 2019, provide updates in Spring 2020, and allow input on proposals throughout our Call for Quality Schools which we plan to begin in January 2020 in the form of focus groups or some other presentation. We hope to have named a partner by April 2020 to begin a "Year 0" in the 2020-21 school year. Similarly, we will bring staff and faculty together in Fall 2019 to inform about the process, reconvene in Spring 2020 for an update, and solicit feedback on proposals throughout our Call for Quality Schools. Additionally, we plan to visit with officials from surrounding districts such as Dallas ISD, Fort Worth ISD, and Richardson ISD who have implemented ACE as well. We will explore the potential of visiting a variety of settings nationally, and statewide, to determine if we can glean helpful insights. Moreover, we will rely on the expert insights of our technical assistance provider to craft a tailored workplan and project management tool that will allow us to accomplish a thought planning process. We intend to establish a regular meeting cadence, communication protocol, and a culture of mutual respect, to foster a productive working relationship towards our objectives.

We also understand that planning a partner-managed restart will require the engagement of several district departments in a change management process. In addition to the external process detailed above, we will also undergo a review of internal processes that will need to adapt for a partner-managed campus. This includes transportation services, financial services, community and parent engagement, professional development, curriculum, and other departments. We intend to engage directly with all departments to gather their insight and encourage collaboration and support.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Our strategic goal is to ensure ALL students graduate prepared for college, careers and life by increasing student performance measures, postsecondary readiness, and graduation rates and decreasing student management incidences. The Board of Trustees will complete Lone Star Governance (LSG) training. The district will select a theory of action among the LSG models that aligns with our strategic goal by holistically assessing the needs of our schools over the course of the planning grant. Initially, we are very inspired by the System of Great Schools theory, but will conduct due diligence in the form of stakeholder consultation, data analysis, historical research, and forecasting to determine which theory makes the most sense for the Garland ISD context. We will establish this theory of action by June 2020.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

Janine Fields has nine years experience as a campus administrator and eight years experience as a district administrator, and in both roles has managed numerous budgets and personnel and has successfully led many initiatives. For the last four years, she has effectively supervised turnaround schools, resulting in significant gains in student achievement and continued campus success. She has effectively managed resources to achieve the greatest impact.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier

Group Barrier

Group Barrier

Group Barrier

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- ☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- ☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

District Payroll Costs: Office of Innovation	50,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Technical Assistance Provider	75,000
Campus Professional Development	75,000
Operating Partner Start-Up Costs and Operations before SY20-21	70,000

SUPPLIES AND MATERIALS (6300)

--	--

OTHER OPERATING COSTS (6400)

Travel	10,500
Community Engagement	10,500

CAPITAL OUTLAY (6600)

Total Direct Costs 291,000

Indirect Costs 9,000

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 300,000